



**Minimum High School Graduation Requirements
Frequently Asked Questions
2019**

Graduation Requirements: Frequently Asked Questions

[This document references 704 KAR 3:305: Minimum requirements for high school graduation.](#)

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Acronyms Used in this Document:

AP	Advanced Placement
CAI	Cambridge Advanced International
CPE	Council on Postsecondary Education
CTE	career and technical education
EG	early graduation/early graduate
EOC	end-of-course exams
HAVPA	History and Appreciation of the Visual and Performing Arts
JROTC	Junior Reserves Officers' Training Corps
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
ILP	Individual Learning Plan
KAS	Kentucky Academic Standards
KBE	Kentucky Board of Education
KDE	Kentucky Department of Education
PE	physical education

Section 1: Definitions

Q: What are the minimum high school graduation requirements?

A: The minimum high school graduation requirements can be found on the [Minimum High School Graduation Requirements webpage](#).

Q: What is Early Graduation?

Early Graduation is a deliberate pathway for students in grades 9-11 who wish to move on when ready, receive a diploma from their district and be eligible for acceptance into Kentucky public universities and nonprofit independent colleges and universities. The pathway provides a financial scholarship, known as the Early Graduation Certificate, to support this action. Students participating in the pathway must meet the requirements set forth by [704 KAR 3:305](#), including those listed below. Students must:

- Notify the school principal within the first 30 days of the school year in which they intend to graduate.
- Enter the Early Graduation pathway prior to October 1 of the year in which they intend to graduate early.
- Graduate in three years or less. Students exceeding three years do not qualify for the incentives identified with Early Graduation.
- Take the state-administered college readiness exam and meet the college readiness exam benchmarks as set by the Council on Postsecondary Education in [13 KAR 2:020](#) for placement in credit-bearing courses without the need for remediation. This exam is currently the ACT.
- Take and score proficient on all required end-of-course (EOCs) assessments. To meet this requirement, the Kentucky Department of Education (KDE) will provide EOCs for those students participating in the Early Graduation pathway during the 2018-2019 and 2019-2020 school year.
- Take and score proficient or greater on all required summative assessments beginning in the 2020-2021 school year and thereafter.

*For more information about Early Graduation, please review Section 5 of this document and/or the [EG Guidance Document](#).

Q: What are essential workplace ethics?

A: Essential workplace ethics are characteristics critical to success in the workplace.

Implementation of essential workplace ethics instructional programs must begin in the 2019-2020 school year. [KRS 158.1413](#) states that each student in elementary, middle and high school shall receive essential workplace instruction. By January 2019, each school district must collaborate with its local workforce investment board, in conjunction with local economic

development organizations from its state regional sector, and other economic, workforce or industry organizations the workforce investment board deems necessary to establish workplace ethics indicators for middle and high school students aligned with the essential workplace ethics characteristics listed in [KRS 158.1413](#).

Local districts must design and adopt a diploma seal, certificate, card or other identifiable symbol to award students deemed as having minimally demonstrated attainment of the local board's essential workplace ethics indicators. Local districts are responsible for implementing the requirements of this program and must report biannually to KDE.

Q: What are graduation qualifiers?

A: Graduation qualifiers can be found on the [New Graduation Requirements chart](#) and below. All students who enter high school as freshmen at the beginning of the 2019-2020 school year and thereafter will be responsible for meeting one of eight graduation qualifiers in order to graduate from high school. Those qualifiers include:

1. Pre-college curriculum as established by the Council on Postsecondary Education in *13 KAR 2:020*; **OR**
2. Benchmark score in one section of a college admissions or placement examination as established by the Council on Postsecondary Education (CPE) in [13 KAR 2:020](#); **OR**
3. Three postsecondary credit hours or more of a KDE-approved dual credit course with a grade of C or higher; **OR**
4. One course and corresponding assessment meeting the following criteria:
 - Advanced placement (AP) with a score of three or higher; or
 - Cambridge Advanced International (CAI) with a score at or above benchmark; or
 - International Baccalaureate (IB) with a score of five or higher; **OR**
5. Industry certification as approved by the Kentucky Workforce Innovation Board; **OR**
6. Four credits from valid courses within a single KDE-approved career pathway; **OR**
7. Complete two years of a KDE-approved or Kentucky Labor Cabinet-approved pre-apprenticeship or apprenticeship; **OR**
8. A KDE-approved process to verify 500 hours of exceptional work experience, or alternative requirements as prescribed in a student's Individual Education Program (IEP).

Districts shall report individual student data regarding the completion of each graduation qualifier to KDE, which may be included in public reporting.

Q: Do students who entered high school prior to the beginning of the 2019-2020 school year need to meet graduation qualifiers to graduate?

A: No. Graduation qualifiers begin for students entering high school in the 2019-2020 school year and thereafter. Students who entered high school before 2019-2020 are required to meet previous minimum high school graduation requirements. For more information, see Section 4 of this document.

Q: What are graduation prerequisites?

A: Graduation prerequisites are the requirements that will demonstrate basic competence in reading and mathematics. Graduation prerequisites can be found on the [New Graduation Requirements chart](#) and below. All students who enter high school as freshmen at the beginning of the 2020-2021 school year, and thereafter, will be responsible for demonstrating basic competency in reading and mathematics in one of three ways before graduation.

1. The student's 10th grade state-required assessments meeting the minimum criteria in reading and mathematics:
 - The minimum criteria shall include earning a KDE-approved scale score in the Apprentice student performance level of the state-required assessments approved by the Kentucky Board of Education (KBE) as passing.
 - Students who do not meet the minimum criteria on one or both assessments may retake the reading and/or mathematics assessments twice annually in the 11th and 12th grades of high school enrollment.
 - The student's first completion of the assessments in 10th grade shall contribute to the school's accountability rating; **OR**
2. The student's 8th grade state-required assessment rating of proficient or higher for reading or mathematics or both reading and mathematics, if applicable; **OR**
3. A student collection of evidence to include the following:
 - a. The student's Individual Learning Plan (ILP) that includes student transcript;
 - b. If applicable, the student's Individual Education Plan (IEP), that includes evidence that the student has received specially designed instruction and related services in reading and mathematics;
 - c. Performance on the required state assessments;
 - d. Appropriate interventions, targeted to the student's needs, provided to the student to ensure support was provided toward meeting the requirements outlined in this administrative regulation;
 - e. Student work demonstrating the students' competency in reading and/or mathematics, as applicable; and

- f. The student's postsecondary plans.

The process shall require the principal to submit the collection of student evidence to the superintendent or designee for review and approval, or for public charter schools, principals shall submit the collection of student evidence to the commissioner of education or designee.

Q: Do students who entered high school prior to the beginning of the 2020-2021 school year need to meet graduation prerequisites to graduate?

A: No.

Q: What is an Individual Education Plan?

A: An Individual Education Plan (IEP) is a written statement for a student with a disability that is developed, reviewed and revised in accordance with [707 KAR 1:002](#).

Q: What is an Individual Learning Plan?

A: The Individual Learning Plan (ILP) is a student-directed, multi-year, dynamic tool that maps academic plans, personal/social growth and career development activities while taking into account the student's unique, self-defined interests, needs and goals for the attainment of postsecondary success.

ILP implementation supports district and school goals such as completion of the program of study for the student's chosen career and technical education (CTE) pathway, increasing student attendance and engagement, and increasing high school graduation rates.

The ILP is required for ALL students beginning in 6th grade and can be thought of as both an instrument and a process to engage students in planning, while simultaneously deepening their understanding of the relevance of course selections and learning opportunities (in and out of school) aligned with their career interests, postsecondary education/training and attainment of career and life goals. As an instrument, an ILP provides a place to organize and record progress related to academic, personal/social and career development information. As a process, it encourages students to set realistic goals based on individual interests and strengths, while identifying actions necessary to achieve those goals. The ILP process promotes relevant communication between students, school staff, parents and other influential adults. The ILP process also supports school and district improvement efforts to be responsive to students' interests and needs.

Section 2: Individual Learning Plan (ILP)

Q: What happened to Career Cruising?

A: The Career Cruising software contract ended in June 2018.

Q: What are the minimum requirements for the ILP?

A: All students in grades 6-12 are required to participate in their district's ILP program in order to meet the district's requirements. All districts minimally must meet the requirements indicated in the [ILP self-implementation rubric](#). As a reminder, the rubric contains the minimum requirements for helping students reach their post-secondary plans.

Q: Why is there so much flexibility?

A: Local school districts have the flexibility to design an ILP program or process to best meet the needs of its students. With a well-designed program/process, districts and schools have an opportunity to offer a robust advising system to enable all students in grades 6 to 12 learn about and plan for postsecondary goals.

Q: What does an effective Individual Learning Plan entail? How do we know if our process is effective?

A: Section 2(2) of the minimum requirements for high school graduation regulation, [704 KAR 3:305](#), states that each district should have an ILP team that includes students, parents and school staff in order to properly evaluate an ILP. Districts should seek feedback from these stakeholders annually to ensure their processes hold value and engage their students. School districts also should use the [self-implementation rubric](#) to ensure they have a high quality ILP that meets the requirements in [704 KAR 3:305](#).

Section 3: Minimum High School Graduation Requirements for Students Entering High School in 2018-2019 and Prior

Q: Have the minimum high school graduation requirements changed for students entering on or before the first day of the 2018-2019 school year?

A: No.

Q: What are the minimum high school graduation requirements for students who entered high school on or before the first day of the 2018-2019 school year?

A: See the first row of this chart: [Graduation Requirements Freshmen Classes 2018-2019 through 2020-2021 Chart](#)

Q: Are course standards documents still available for the minimum high school graduation requirements for students entering on or before the first day of the 2018-2019 school year?

A: Yes. Course standards documents are available on the [Course Standards webpage](#). Courses that are no longer a part of the new graduation requirements will continue to appear on this page until the majority of students who entered high school on or before the first day of the 2018-2019 academic year graduate.

Q: When do graduation qualifiers become effective?

A: All students who enter high school as freshmen at the beginning of the 2019-2020 school year, and thereafter, will be responsible for meeting at least one graduation qualifier in order to graduate from high school.

Q: When do graduation prerequisites become effective?

A: All students who enter high school as freshmen at the beginning of the 2020-2021 school year, and thereafter, will be responsible for meeting graduation prerequisites in order to graduate from high school.

Section 4: Minimum High School Graduation Requirements for Students Entering High School in 2019-2020 and 2020-2021 and After

General Questions

Q: Is there an easy way to see the different requirements for freshmen entering high school in 2019-2020 vs. 2020-2021?

A: Yes. [A side-by-side document can be accessed here](#) showing the minimum graduation requirements for students entering the 2019-2020 school year along with the minimum graduation requirements for students entering the 2020-2021 school year.

KENTUCKY'S NEW HIGH SCHOOL GRADUATION REQUIREMENTS

On April 5, 2019, Kentucky's new minimum high school graduation requirements became law. The changes add "graduation prerequisites" and "graduation qualifiers," explained below, to ensure students have basic math and reading skills, as well as experiences that can help them be prepared to enter college or the workforce. Here's what the changes mean for Kentucky students:

2019-2020 HIGH SCHOOL FRESHMAN

The new graduation requirements give students the chance to take more classes geared toward their plans after graduation. Freshmen must complete the following 22 personalized credits before graduation:

- English I and II AND 2 additional English Language Arts credits aligned with the student's Individual Learning Plan (ILP)
- Algebra I and Geometry AND two additional Mathematics credits aligned with the student's ILP
- 3 credits Social Studies (at least 1 aligned with the student's ILP)
- 3 credits Science (at least 1 aligned with the student's ILP)
- 1/2 credit Health
- 1/2 credit Physical Education
- 1 credit Visual and Performing Arts
- 6 additional credits aligned with the student's ILP

IN ADDITION, students must complete one of eight graduation qualifiers. These qualifiers help ensure graduates are prepared for what comes after high school. Students will be required to do ONE of the following:

- Complete the precollege curriculum as established by the Council on Postsecondary Education; OR
- Meet the benchmark scores in one section (such as English, Reading, Math or Science) of a college admissions test (such as ACT or SAT) or placement exam as established by the Council on Postsecondary Education; OR
- Earn three postsecondary credit hours or more of a Kentucky Department of Education (KDE)-approved dual credit class with a grade of C or higher; OR
- Complete one class and corresponding test meeting the following criteria:
 - Advanced Placement (AP) with a score of three or higher; or
 - Cambridge Advanced International (CAI) with a score of at or above benchmark; or
 - International Baccalaureate (IB) with a score of five or higher; OR
- Earn an industry certification as approved by the Kentucky Workforce Innovation Board; OR
- Earn four credits from classes within a single KDE-approved career pathway; OR
- Complete two years of a KDE-approved or Kentucky Labor Cabinet-approved pre-apprenticeship or apprenticeship; OR
- Complete a KDE-approved process to verify 500 hours of exceptional work experience or alternative requirements as outlined in a student's Individual Education Plan (IEP).

2020-2021 HIGH SCHOOL FRESHMAN

Students entering high school in the fall of 2020 and beyond also will have to meet a graduation prerequisite. The graduation prerequisite requires students to demonstrate basic competency in reading and math in one of three ways before graduation:

- Score at least at the Apprentice level in reading and mathematics on the 10th-grade state-required assessments;
- Students who do not meet the minimum score on one or both assessments may retake the reading and/or mathematics assessments twice each year in the 11th and 12th grades of high school; OR
- Score at least Proficient on the 8th-grade state-required assessment for reading and/or mathematics; OR
- Complete a collection of evidence to include the following:
 - The student's ILP, including a student transcript;
 - If applicable, the student's IEP, including evidence that the student has received specially designed instruction and related services in reading and mathematics;
 - Student performance on the required state assessments;
 - Appropriate interventions, targeted to the student's needs, to ensure support was provided to the student;
 - Student work demonstrating the students' competency in reading and/or mathematics, as applicable; and
 - The student's post-high school plans.

The process shall require the principal to submit the collection of student evidence to the superintendent or his or her designee for review and approval.

ADDITIONAL REQUIREMENTS

Students also are required to pass a 100-question civics exam, receive instruction in financial literacy and demonstrate competency in essential skills and technology.

NEXT STEPS

Local school boards may consider adding to these minimum requirements to best meet the needs of their students.

Q: What are the new graduation requirements?

A: The new graduation requirements can be found in the [New Graduation Requirements chart](#).

KENTUCKY DEPARTMENT OF EDUCATION: NEW MINIMUM GRADUATION REQUIREMENTS					
FORMER CREDITS	FORMER CREDITS	FORMER CREDITS	FORMER CREDITS	FORMER CREDITS	FORMER CREDITS
English I English II	English I English II	English I English II	English I English II	English I English II	English I English II
Additional English aligned with ELP	Additional English aligned with ELP	Additional English aligned with ELP	Additional English aligned with ELP	Additional English aligned with ELP	Additional English aligned with ELP
Additional course options could include, but are not limited to: English I, English II, AP Language, AP Literature, dual credit English, etc.	Additional course options could include, but are not limited to: English I, English II, AP Language, AP Literature, dual credit English, etc.	Additional course options could include, but are not limited to: English I, English II, AP Language, AP Literature, dual credit English, etc.	Additional course options could include, but are not limited to: English I, English II, AP Language, AP Literature, dual credit English, etc.	Additional course options could include, but are not limited to: English I, English II, AP Language, AP Literature, dual credit English, etc.	Additional course options could include, but are not limited to: English I, English II, AP Language, AP Literature, dual credit English, etc.
GRADUATION QUALIFIERS FOR STUDENTS ENTERING HIGH SCHOOL IN 2019-2020 COMPLETE ONE:					
Precollege curriculum as established by the Council on Postsecondary Education in 2008 (CPE 2008)	Precollege curriculum as established by the Council on Postsecondary Education in 2008 (CPE 2008)	Precollege curriculum as established by the Council on Postsecondary Education in 2008 (CPE 2008)	Precollege curriculum as established by the Council on Postsecondary Education in 2008 (CPE 2008)	Precollege curriculum as established by the Council on Postsecondary Education in 2008 (CPE 2008)	Precollege curriculum as established by the Council on Postsecondary Education in 2008 (CPE 2008)
Two years of a CPE approved pre-college work experience, as determined by the CPE	Two years of a CPE approved pre-college work experience, as determined by the CPE	Two years of a CPE approved pre-college work experience, as determined by the CPE	Two years of a CPE approved pre-college work experience, as determined by the CPE	Two years of a CPE approved pre-college work experience, as determined by the CPE	Two years of a CPE approved pre-college work experience, as determined by the CPE
GRADUATION PRE-REQUISITES FOR STUDENTS ENTERING HIGH SCHOOL IN 2020-2021 MEET ONE OR A COMBINATION OF THE FOLLOWING TO DEMONSTRATE BASIC COMPETENCY IN READING AND MATH:					
The student's 10th grade state required assessment score for reading and mathematics, if applicable, on the student's 10th grade state required assessment	The student's 10th grade state required assessment score for reading and mathematics, if applicable, on the student's 10th grade state required assessment	The student's 10th grade state required assessment score for reading and mathematics, if applicable, on the student's 10th grade state required assessment	The student's 10th grade state required assessment score for reading and mathematics, if applicable, on the student's 10th grade state required assessment	The student's 10th grade state required assessment score for reading and mathematics, if applicable, on the student's 10th grade state required assessment	The student's 10th grade state required assessment score for reading and mathematics, if applicable, on the student's 10th grade state required assessment
OTHER GRADUATION REQUIREMENTS:					
<ul style="list-style-type: none"> Four state-mandated civics test Business instruction in business theory Demonstrate essential skills and technology 					

Q: Where can I find the most current information?

A: The [Graduation Requirements Freshmen Classes 2018-2019 through 2020-2021 Chart](#) provides guidance that offers you a simplified way of understanding the minimum graduation requirements for students entering high school in and before 2018-2019, during and after 2019-2020, and during and after the 2020-2021 school year.

MINIMUM GRADUATION REQUIREMENTS FRESHMAN CLASSES 2018-2019 THROUGH 2020-2021							
YEAR	MINIMUM NUMBER OF CREDITS	LANGUAGE/ LANGUAGE ARTS	SOCIAL STUDIES	MATH	SCIENCE	OTHER CREDITS	OTHER REQUIREMENTS
GRADE NINE STUDENTS ENTERING 2018-2019 SCHOOL YEAR	22 credits	Four credits: English I, II, III, and IV	Three credits	Four credits: Algebra I, Geometry, and Algebra II. A credit earned on equivalent will be taken each year of high school.	Three credits	12 credits: Health, 12 credits: Physical Education, One credit: world/performance arts	Civics test, demonstrated performance based competency in technology, career electives credits
GRADE NINE STUDENTS ENTERING 2019-2020 SCHOOL YEAR	22 credits	Four credits: English I, II, and two other personalized credits meeting the standards	Three credits	Four credits: Algebra I, Geometry, and two other personalized credits meeting the standards	Three credits	12 credits: Health, 12 credits: Physical Education, One credit: world/performance arts	Civics test, Complete at least one graduation quality test in 704 KAR 5:005, demonstrated performance based competency in technology, career electives credits
GRADE NINE STUDENTS ENTERING 2020-2021 SCHOOL YEAR	22 credits	Four credits: English I, II, and two other personalized credits meeting the standards	Three credits	Four credits: Algebra I, Geometry, and two other personalized credits meeting the standards	Three credits	12 credits: Health, 12 credits: Physical Education, One credit: world/performance arts	Civics test, Personal history standards program or course, complete at least one graduation quality test in 704 KAR 5:005, demonstrated performance based competency in technology, career electives credits

All required courses must be aligned by the Kentucky Academic Standards. These are state minimum standards. Standards may vary by district.

Q: The qualifiers state that students can satisfy a pre-college curriculum as established by the CPE. What is a pre-college curriculum?

A: Section 1 (13 a & b) of [KAR 2:020](#) specifies the requirements of a pre-college curriculum.

Q: What college exams will be acceptable for graduation qualifiers?

A: Any exam set by the Council on Postsecondary Education (CPE) is acceptable for graduation qualifiers. Detailed information is available for review in [this chart](#). Please be aware that this requirement is different for the early graduation program, as the ACT is the only qualifying exam permissible for the early graduation pathway.

Q: Can schools offer online or virtual courses that meet minimum graduation requirements?

A: Yes. A student's enrollment should be captured in Infinite Campus via the course setup. Students taking courses online should be enrolled in a course with a state course code that corresponds to the content of the online course they are taking (for example, Algebra 1 should be coded 270304 Algebra 1). The teaching method should be set to either 10-Digital Learning Provider or 14-Credit Recovery-Digital Learning Provider. Per the *Digital Learning Guidelines*, courses provided by digital learning providers should cover the standards aligned to the course. Any standards not covered by the digital learning provider should be supplemented by an on-site classroom teacher.

Q: What does summative mean and how are they different from EOC exams?

A: Summative assessments evaluate students' learning and academic achievement at the conclusion of a defined period or span. Summative exams may include content from multiple courses/school years (e.g. English I and II) while end-of-course (EOC) exams focus on individual courses only (e.g. English II). State-required testing at high school will include summative assessments in reading, writing, mathematics, social studies and science. These tests will cover the following content:

English I & II	Science
Algebra 1 & Geometry	Social Studies

Q: Which summative exams must a student pass to graduate?

A: Students can achieve one or a combination of prerequisites in reading and math. See [new minimum graduation requirements chart](#) and look under prerequisites for more information.

Q: Can a career and technical education (CTE) teacher teach a mathematics, science or social studies course?

A: CTE teachers may teach a mathematics, science or social studies course if they are team teaching the course with a certified content teacher (certifications for courses can be checked in the [Searchable State Course Code Database](#)). A mathematics, science or social studies credit can not be awarded unless there is a certified content teacher teaching the content.

Interdisciplinary career and technical/core academic courses require that a teacher certified in the content area and a CTE teacher certified in the respective career and technical area work together in planning, teaching and evaluating student learning to ensure all aspects of the *Kentucky Academic Standards (KAS)* for the specific academic course is addressed. The [Utilizing](#)

[Interdisciplinary Courses in Compliance with Highly Qualified Teacher Policies](#) document can be accessed for additional information.

Q: What are foundational courses?

A: Foundational courses consist of 10 courses that **all** Kentucky students must take to graduate from high school.

Foundational courses include the following:

- English: English 1 and II which consist of the *KAS* for English 1 and English II;
- Social Studies: two credits that contain the *KAS* for this content area;
- Mathematics: Algebra 1 and Geometry which consists of the *KAS* for Algebra 1 and Geometry;
- Science: two credits that incorporate lab-based scientific investigation experiences and include the content contained in the *KAS* for this area;
- Health: 1/2 credit to include the content contained in the *KAS* for this content area;
- Physical Education: 1/2 credit to include the content contained in the *KAS* for this content area; and
- Visual and Performing Arts: one credit that includes the *KAS* for this content area or a standards-based specialized arts course.

Q: What are personalized courses?

A: Personalized courses are a minimum of 12 courses every Kentucky student must take based on his or her ILP and individual needs. Personalized courses include the following:

- English: (two additional credits) Together or separately, these additional credits must contain the additional required *KAS for Reading and Writing* that are beyond those previously addressed in English 1 and English 2 and are aligned to the student's ILP;
- Mathematics: (two additional credits) Together or separately, these two additional mathematics credits must contain the *KAS for Mathematics* not covered in the foundational courses and must be aligned to the student's ILP.
- Science: (one additional credit) This additional credit must contain the *KAS for Science* that are beyond those previously addressed in the foundational courses and must be aligned to the student's ILP;
- Social Studies: (one additional credit) This credit must contain the *KAS for Social Studies* that are beyond those previously addressed in the foundational courses and must be aligned to the student's ILP;

- Technology: Students must demonstrate performance-based competency for technology. More information can be found in the “Technology” section below about this requirement; and
- Other: Students must take six credits, including four standards-based learning experiences in an academic or career interest aligned to the student’s ILP.

Q : 704 KAR 3:305 states that the 3rd and 4th years of English and mathematics can be personalized. Is this really the case?

A: Schools have the flexibility to offer 3rd and 4th year English and mathematics that meet the needs of students and incorporate the remaining required KAS of that content. The content for the credit must be taught by a teacher certified in the corresponding content area.

Q: How do we know what standards should be covered in a required course?

A: Course standards documents are available for all required courses on the [Course Standards webpage](#). All courses must contain the *Kentucky Academic Standards*.

Q: Will there be documents available detailing the standards that must be covered during personalized course options for the different content areas?

A: Yes. Documents will be available on the [Course Standards webpage](#) in summer 2019 that detail the KAS required through a combination of foundational and personalized course options for the different content areas.

Q: For students who do not meet the college readiness benchmarks for English, reading and/or mathematics, what courses qualify as transitional or intervention courses?

A: Districts and schools have the autonomy to develop and offer intervention courses to meet the needs of their students.

Q: What is the relationship between transition readiness and minimum graduation requirements?

A: Graduation and transition readiness are separate. The new graduation requirements will help move students toward being Transition Ready. To be included in the Transition Readiness Indicator for accountability, a student does need to be a graduate (i.e. assigned a G-Code in Infinite Campus). However, a student does not have to be Transition Ready to graduate (unless being transition ready is a district requirement).

Q: Where can I find a list of certifications that allow a teacher to teach a certain course?

A: The certifications that allow a teacher to teach a certain course can be found in the details box for each course listed in the [Searchable State Course Code Database](#).

Q: Why do some districts have different graduation requirements than the minimum graduation requirements listed on the KDE website?

A: The state sets minimum graduation requirements, but districts may include any requirements over and above the minimum requirements the state has set.

Q: Do private schools need to follow the state's minimum graduation requirements?

A: No. However, students wishing to be admitted to a public postsecondary institution in Kentucky are still required to meet the same pre-college standards as public school students. Therefore, students must be afforded the opportunity to complete the required pre-college curriculum as established in [13 KAR 2:020](#).

Q: The minimum graduation requirements state that students must show demonstrated performance-based competency in technology. What are those requirements?

A: A district may create its own competency requirements based on the [KAS for Technology](#).

Q: Are students required to have 120 hours of seat time in order to receive credit for a course?

A: According to [704 KAR 3:305](#), Section 5 (1), a board of education may award credit toward high school graduation for satisfactory demonstration of learning based on content standards described in the *Kentucky Academic Standards* and a rigorous performance standards policy established by the board of education. A school shall establish performance descriptors and evaluation procedures to determine if the content and performance standards have been met. Additional information can be found in the [KDE Performance-Based Credit Guidance Document](#).

Q: Do foundational courses such as English I, II, Algebra 1 and/or Geometry need to be taken in sequence or can they be taken out of order?

A: While courses are recommended to be taken in a specific order to optimize student learning and outcomes, a student who does not pass one of these courses may move on to the next course while completing the course he or she did not pass. If the local school district has a policy pertaining to the sequencing of courses, then this policy must be followed.

English/Language Arts

Q: Can students receive one of their required English credits for taking the English or reading transitional course?

A: Students who do not meet benchmarks in reading (20) or English (18) on their ACT may take a transitional course or intervention before they graduate. The English or reading transitional course may be embedded into an English course or courses. However, a transitional course in English or reading does NOT satisfy the English credit for graduation. It is important to remember that this transitional intervention should be measured and monitored to address the student's needs around college readiness in reading and likewise in English.

Mathematics

Q: Algebra 2 is no longer required, so do these standards still need to be taught?

A: Although a course titled Algebra 2 is no longer a requirement, there are additional standards not aligned to Algebra 1 or Geometry courses still required for all students. These remaining required standards must be taught during the 3rd course, the 4th course or through a combination of 3rd/4th courses. For guidance regarding the required *KAS for Mathematics*, consult the [High School Mathematics Matrix Standards by Course for 2019-2020](#) document. This document illustrates the standards covered in Algebra 1 and Geometry and the additional standards which then would need to be covered in the 3rd and/or 4th courses.

Schools now have flexibility as to how 3rd/4th courses will address those required standards. Schools can continue to offer Algebra 2 courses to cover those remaining required standards; however, Algebra 2 is no longer the only path for students to follow that will cover those standards. At the local level, educators may choose to develop a crosswalk that shows how all standards will be met through their specific courses. Also, note that districts can choose to go beyond the minimum high school graduation requirements, such as requiring Algebra 2 for all students, if they choose to do so.

Q: Can any mathematics course be used as 3rd and 4th year mathematics courses?

A: Any high school mathematics course outside of the two foundational courses (Algebra 1 and Geometry), can be used as a personalized 3rd or 4th year course provided that the remaining required *KAS for Mathematics* are completely addressed during the 3rd year course, the 4th year course or through the combination of the 3rd/4th year courses. For guidance regarding the specific *KAS for Mathematics* that need to be addressed, see [this High School Mathematics Matrix](#), which shows the standards by course for 2019-2020.

Keep in mind that how schools/districts cover those remaining required standards will be a local decision. Schools/districts may continue to teach those standards within an Algebra 2 course, but since that may look different around the state based upon the local decisions made, those standards may be listed as “additional required standards” as opposed to being labeled under a specific course heading such as Algebra 2.

Q: Can we use Financial Literacy as a 3rd or 4th year mathematics course?

A: Any mathematics course outside of the two foundational courses (Algebra 1 and Geometry), can be used as a personalized 3rd or 4th year course provided that the remaining required *KAS for Mathematics* are completely addressed during the 3rd year course, the 4th year course, or through the combination of the 3rd/4th year courses. For guidance regarding the specific *KAS for Mathematics* that need to be addressed, see [this High School Mathematics Matrix](#), which shows the standards by course for 2019-2020.

See the [Financial Literacy section](#) for more information on this topic.

Q: Can transition courses count as mathematics requirements?

A: Students who do not meet the benchmark in mathematics (19) on their ACT may take a transitional course or intervention before they graduate. The mathematics transitional course does NOT satisfy the mathematics credit for graduation. Furthermore, it is important to remember this transitional intervention should be measured and monitored to address students’ needs around college readiness in relation to mathematics.

Q: If high school level courses, such as Algebra I, Geometry or Algebra II are taken in middle school or through Virtual High School, will a high school credit be given and will the course be accepted toward graduation?

A: According to [KRS 159.622](#), each school district shall accept credit toward graduation for high school coursework taken by students in grade five, six, seven or eight, if the content of the course is high school equivalent and if the student attains performance levels expected of high school students in that district as determined by achieving a score of "3" or higher on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent or a Kentucky Virtual High School course.

Science/Social Studies

Q: The state assessment for accountability in science and social studies occurs in grade 11, which would be the third year of high school. How can we personalize a third credit in these

subjects while still ensuring students have had meaningful learning experiences around all of the KAS?

A: Third year courses can be personalized to meet the needs of students based on their individual learning plans. These personalized 3rd year science and social studies courses must ensure that students have access to all remaining KAS for these subjects that are not associated with the identified foundational courses. These remaining KAS should be embedded within the curriculum so all students are prepared for the state-required assessments.

Physical Education/Health Education

Q: Can Junior Reserves Officers' Training Corps (JROTC) count as the .5 P.E. credit requirement?

A: Per *KRS 156.160*, JROTC courses can count as a P.E. course.

Q: Can JROTC count as the .5 Health credit requirement?

A: JROTC may not count as a Health credit if it does not adequately address the *KAS for Health Education*. JROTC may count as a Health credit if all *KAS for Health Education* are addressed.

Q: Can marching band count as the .5 PE credit requirement?

A: In order for a district to determine if a course can be substituted for a high school graduation requirement, [704 KAR 3:305](#) specifies that a local board of education can examine the possibility of substituting an integrated, applied, interdisciplinary, occupational, technical or higher level course for a required course if the alternative course provides rigorous content aligned to the *KAS for Physical Education* and addresses the same applicable components of [703 KAR 4:060](#). In order to award performance-based credit, the district must have a performance-based policy in place. Whether a specific course or experience may be substituted for a required physical education course depends on the content contained within this course or experience. For example, marching band only may be substituted for a required physical education course if all standards found in the *KAS for Physical Education* are addressed and the teacher holds the appropriate certification to teach a physical education course. Additionally, districts must define how they will assess the standards and related performance descriptors.

Technology

Q: How do students demonstrate performance-based competency in technology?

A: There are multiple ways this requirement can be satisfied including, but not limited to, embedding the technology standards in other courses or offering a stand-alone technology course that covers all of the technology standards.

Q: Does a Computer Science course have to be offered to satisfy the technology component of the graduation requirements?

A: No. Computer Science is not a minimum high school graduation requirement.

Q: Are there technology standards that must be addressed to meet the technology component of the minimum graduation requirements (demonstrated performance-based competency in technology)?

A: Kentucky officially recognized [technology academic standards in 2008](#). The technology standards are broad and should lead students toward competencies that highlight learning with technology. These competencies include digital literacy skills demonstrating the responsible use of appropriate technology to communicate, solve problems, access, manage, integrate, evaluate and create information to improve learning in all subject areas. The *KAS for Technology*, based on the International Society for Technology in Education Student Standards, provide a framework for integrating technology into all content areas and reflect the basic digital skills required for each student to be competitive in the global economy.

For students to attain the required technology competencies, it is essential they have access to technology during the school day at all grade levels. Instruction should provide opportunities for students to gain and demonstrate technology skills that build throughout their K-12 educational experiences.

Q: If a Computer Science class is offered, does it have to count as an elective?

A: Based on course standards and the teacher of record, a Computer Science course CAN qualify as an elective science course or as a 3rd or 4th mathematics personalized course as long as the *KAS* for those content areas are met. Many Computer Science courses fit in career pathways as well. If these classes are part of the pathway and not used as a personalized science or mathematics class, they would be considered electives.

Career Studies

Q: When will the career studies standards be released?

A: [Vocational studies standards](#) will remain in place until the new *KAS for Career Studies* are released for implementation in 2020-2021.

Financial Literacy

Q: How can students meet the 2020-2021 requirement for financial literacy?

A: Schools may choose to offer different options, depending on a student's ILP.

- Students choosing a Business or Family and Consumer Science pathway may take a course such as:
 - Money Skills – 201010
 - Personal Finance – 060170
- Students may take one of the following courses as a math credit:
 - Money Skills for Mathematics – 201011
 - Personal Finance (Mathematics Credit) – 080719
- Districts may partner with postsecondary institutions to offer a dual credit or articulated credit.
- Schools may develop a program, or combination of course offerings in a variety of instructional formats (e.g., modules, online learning).
- Schools also may choose to implement the standards systematically by section through academic advising or enrichment sessions.

[Financial Literacy Resources](#)

World Languages

Q: Are world languages included in the minimum graduation requirements?

A: No. World languages have never been part of the minimum graduation requirements as described in [704 KAR 3:305](#). Pre-college curriculum as specified by the CPE requires two units of a world language or competency equivalent. World languages also may be included as part of a student's required personalized credits. Local boards of education may include a world language requirement as part of local graduation requirements.

Visual and Performing Arts

Q: Does an art/music/theater/dance class count as the high school graduation requirement?

A: A visual and/or performing arts course that shows continuity with the student's Individual Learning Plan and includes the standards contained in the *KAS for Visual and Performing Arts* may count for the visual and performing arts credit. Recall that the Individual Learning Plan is iterative and can be updated at any point in the student's high school career.

Q: Do students have to take a History and Appreciation of Visual and Performing Arts (HAVPA) survey course in order to graduate?

A: HAVPA is one option for the visual and performing arts requirement. Students also may receive credit through the completion of an arts course that covers the *KAS for Visual and Performing Arts* and is based on the student's [ILP](#).

Q: Can students receive visual and performing arts credit through another content area course such as social studies or world language?

A: No. The minimum high school requirements [704 KAR 3:305](#) allows for a credit to be earned in the visual and performing arts through the completion of a HAVPA course or a standards-based arts course that is based on a student's ILP.

Section 5: Early Graduation

Q: What are the minimum requirements for early graduation?

A: Currently, all early graduation students minimally must meet benchmarks on the college readiness exam, currently ACT (English 18), Mathematics (19), Reading (20) and achieve proficiency on four EOC exams (Algebra II, Biology, English II and U.S. History).

EOC exams will continue to be offered for early graduates in the 2019-2020 school year. KDE is currently working on a transition plan for future early graduates. After the 2019-2020 school year, the shift would require early graduates to score proficient on state-required summative assessments required by the Kentucky Board of Education (KBE), as established in [703 KAR 5:200](#). Early graduates also will have to meet ACT benchmarks established by the CPE, as established in [13 KAR 2:020](#).

It is important to remember [704 KAR 3:305](#) also states that a student who has indicated an intent to graduate early may participate in the student's state administration of the college readiness exam prior to the junior year, if needed.

Q: Must early graduate students meet all minimum high school graduation requirements?

A: No. After passing ACT benchmarks and EOC exams (during or prior to the 2019-2020 school year), or state-required summative assessment benchmarks (during or after the 2020-2021 school year), the student may graduate early.

Q: Can a student who goes beyond three years, after June 30, be an early graduate?

A: While district policy may allow students who have passed all minimum high school graduation requirements to graduate after June 30 of their 3rd year, these students would not qualify for the Early Graduation Certificate nor the Early Graduation Scholarship.

Q: How is funding affected by early graduation versus graduating early?

A: For Support Education Excellence in Kentucky (SEEK) funding purposes, students who complete the early graduation pathway **would** appear in the Aggregate Average Daily Attendance (AADA) the following year since SEEK base guarantee funding is based on prior year attendance. As a result, the district will get half of the base per pupil guarantee set in the budget for SEEK.

For students who graduate early without being a part of the early graduation pathway, the district **would not** receive SEEK funding for subsequent years.

Q: What if a 3rd-year student meets all minimum graduation requirements, passes all EOC exam benchmarks and ACT benchmarks, but one?

A: There is currently only one state administration of the ACT. Students who do not meet an ACT benchmark would need to retest on a national exam day (at their own expense) and meet the benchmark not originally met in order to remain eligible for the Early Graduation Certificate and Early Graduation Scholarship.

If a student misses all but one EOC benchmarks, there is an appeal opportunity for otherwise exceptional students who experienced an extenuating circumstance during testing that could have contributed to their less than typical performance. If the student meets that condition, he/she can appeal to their superintendent for one retake of an EOC exam.

If students ultimately cannot pass that final benchmark but meet all other minimum high school graduation requirements, districts may choose to allow them to graduate unless there is a district policy that does not allow this. The student will not be eligible for the Early Graduation Certificate nor the Early Graduation Scholarship, however.

Q: Could a student who doesn't pass an ACT benchmark use his or her qualifying Kentucky Online Testing (KYOTE) benchmark instead and still qualify for the Early Graduation Scholarship?

A: No. [704 KAR 3:305](#) requires the use of the of a college readiness exam (i.e. ACT). KYOTE is a college placement exam. The law states that early graduation students shall, "... meet the college readiness exam benchmarks established by the Council on Postsecondary Education in [13 KAR 2:020](#) for placement in credit-bearing courses without the need for remediation." Therefore, the Kentucky Higher Education Assistance Authority (KHEAA) does not recognize KYOTE scores and only uses ACT benchmarks as qualifying college readiness exam benchmarks.

Q: How are EOC exams ordered?

A: EOC exams are ordered by the district assessment coordinator (DAC). The DAC runs an Ad Hoc order report in Infinite Campus, adds assessments needed and e-mails the report to jennifer.larkins@education.ky.gov. Detailed directions for this process are located in the [Ordering Guidance Document](#) on the EOC webpage of the KDE website.

Q: Will summative exams replace EOC exams for early graduates?

A: Yes. EOC exams are used by students to meet the current requirements of the Early Graduate program and will be in place through the 2019-2020 school year. Beginning in the

2020-2021 school year, early graduate students must pass benchmarks on state-required assessments in reading, mathematics, science and social studies.

Q: Which summative exams must a student pass to graduate?

A: Students can achieve one or a combination of prerequisites in reading and math. See [new minimum graduation requirements chart](#) and look under prerequisites for more information.

Q: What do school counselors absolutely need to be aware of in terms of early graduation?

A: All early graduate students must declare their intent to graduate early by October 1 of the year they intend to graduate. [This form](#) must be completed by the student, his or her parent/guardian, the principal and the superintendent.

All early graduates must have access to a robust advising program. The original intent of this program was to help students matriculate to college earlier. As such, KDE must ensure early graduate students are aware of all college admission requirements and they are given ample opportunities to satisfy those requirements while in high school.

Section 6: Substituting Courses

Q: Can a district substitute a course for a high school graduation requirement?

A: Yes. Substitution of a course is possible, but rigor should not be sacrificed. Section 6 of the regulation states:

Section 6. (1) A local board of education may substitute an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content. (2) For students with disabilities, a local board of education may substitute a functional, integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content. These shall be based on grade-level content standards and may be modified to allow for a narrower breadth, depth, or complexity of the general grade-level content standards. [Section 6. (1) A student who satisfactorily completes the requirements of this administrative regulation and additional requirements as may be imposed by a local board of education or meets the requirements for early graduation as outlined in Section 9 of this administrative regulation shall be awarded a graduation diploma. (2) The local board of education shall award the diploma.]

All classes used for substitution also must be based on grade-level content standards. How students achieve or master those standards may be differentiated to personalize education for students with IEPs.

Q: Can English 1 or 2 be substituted with a different course?

A: Beginning in the 2019-2020 school year, English 1 and 2 may be substituted, however, the substituted course(s) must cover the *KAS for Reading and Writing*, grade 9-10 standards, for reading literature, reading informational text, composition and language. The *KAS for Reading and Writing* outlines the minimum content standards Kentucky students should learn in each grade-level English course; specifically, the standards establish what students should know and be able to do at the conclusion of a course. Thus, the standards address what is to be learned but do not address how learning experiences are to be designed or what resources should be used.

Q: Can Algebra 1 or Geometry be substituted with a different course?

A: Algebra 1 and Geometry may be substituted, however, the substituted course(s) must cover the *KAS for Mathematics* that have been tagged as Algebra 1 and Geometry in the [High School Mathematics Standards by Course](#) document. The *KAS for Mathematics* outlines the minimum content Kentucky students should learn.

These standards are not a set of instructional or assessment tasks, rather statements of what students should be able to do after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. The *KAS for Mathematics* do not dictate curriculum or teaching methods; learning opportunities and pathways will continue to vary across schools and school systems and educators should make every effort to meet the needs of individual students, based on their pedagogical and professional impressions and information.

Section 7: Performance-Based Credit (PBC)

Q: How is a course being taken for performance-based credit set up in Infinite Campus?

A: For specific guidance on setting up PBC courses in Infinite Campus, consult the [Virtual and Performance Training Document](#).

Q: Can districts offer PBC?

A: A district must have a policy showing how PBC will be implemented and how credits will be awarded. Schools should consider seeking approval from the local district prior to offering or awarding PBC. Additional information specific to districts and schools should be considered as follows:

Districts:

The local board of education must establish a policy for a PBC system that includes the following:

- the conditions under which each high school may grant PBC and the related performance descriptors and assessments;
- objective grading and reporting procedures;
- the KAS for the corresponding content area;
- the extent to which state-provided assessments will be used in the local PBC system;
- the ability for students to demonstrate proficiency and earn credit for learning acquired outside of school or in prior learning;
- criteria to ensure internships, cooperative learning experiences and other learning experiences in the school and community are designed to further student progress toward his or her ILP, supervised by an instructor certified in that content area, aligned with state and local content and performance standards, performance descriptors and evaluation procedures to determine if the content and performance standards have been met;
- standards-based course work that constitutes satisfactory demonstration of learning in any high school course;
- standards-based course work that constitutes satisfactory demonstration of learning in a course for which the student failed to earn credit when the course was taken previously;
- standards-based portfolios, senior year or capstone projects;
- standards-based online or other technology mediated courses;
- standards-based dual credit or other equivalency courses; or

- standards-based internship, cooperative learning experience or other supervised experience in the school or the community.

At the school-level, there must be a plan to show how district policy will be implemented. Schools must document the evidence needed in their PBC plan. The content for the credit must be taught by a teacher certified in the corresponding content area.

All schools must be able to offer evidence that students met all content standards.

Section 8: District-Awarded Diploma

Q: What does the regulation mean by “A student who satisfactorily completes the requirements of this administrative regulation ...”?

A: A district may choose to grant any student a diploma once he or she achieves all minimum high school graduation requirements. Districts also may choose to impose additional requirements. Additionally, a district may choose to grant a diploma to any student flagged for Intent to Graduate Early once they have achieved passing benchmark scores on their ACT and EOC exams during or prior to the 2019-2020 school year. Districts may choose to grant a diploma to any student flagged for Intent to Graduate Early once they have achieved passing benchmarks on their ACT and state-required summative benchmarks during or after the 2020-2021 school year.

Section 9: Special Recognition

Q: What are the limitations for recognizing students?

A: There are no limitations. Students benefit from special recognition as a result of their diverse accomplishments. However, the decision on whether or not to award special recognitions is made by local districts.

Section 10: Students with Disabilities

Q: Are students with disabilities required to meet the minimum high school graduation requirements?

A: Yes. Any student working to earn a regular diploma must meet the minimum high school graduation requirements.

Students eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA) are required to meet the graduation requirements as prescribed by [704 KAR 3:305](#).

However, the IDEA requirements for students with disabilities do not change with the proposed graduation requirements. Students with disabilities are entitled to the services and supports as prescribed in their Individual Education Programs (IEPs) as required under the IDEA.

Q: Does the new requirements change how the Admissions and Release Committee (ARC) addresses graduation requirements?

A: No. The IEP is developed by the ARC to ensure the needs of the student are met to successfully reach educational expectations and obtain a diploma. The ARC has the responsibility to review a student's IEP and his/her progress at least once a year, but may meet as often as necessary. This includes making determinations to best meet the established goals of the IEP and graduation requirements.

Q: Are students with disabilities required to be assessed through the state assessment?

A: Yes. Federal regulation [34 CFR § 200.6](#), Inclusion of all Students, requires that a student with a disability working on earning a diploma must be assessed with an assessment aligned with the KAS for the grade in which the student is enrolled. As part of Kentucky's assessment system, districts and schools must provide appropriate accommodations for each student with a disability; for example, the ability to use assistive technology consistent with nationally recognized accessibility standards necessary to measure the academic achievement of the student.

Q: Does the new regulation change transition services? How does the requirement for transition services in the ILP correspond to the requirement for transition services in the IEP?

A: For students with disabilities, nothing in the new graduation requirements subverts the rights of a student with an IEP, and this includes transition services outlined in [707 KAR 1:320](#).

While every student must have an ILP that addresses transition requirements, students with IEPs must have a statement of the transition service needs that includes postsecondary goals based on age-appropriate transition assessments related to education, employment, training and independent living skills. The statement of transition services always has been a requirement of the IEP and this requirement has not changed. The IEP transition services provisions take precedent over the ILP transition requirements for the student.

Q: Do students with disabilities have to pass the civics exam in order to graduate?

A: Yes. [KRS 158.141](#) requires all students seeking to earn a diploma must pass his or her civics exam. Local boards must prepare and approve a test. Students can take the test as many times as necessary and must answer at least sixty percent (60%) of the questions correctly. If a student passed a similar test within the previous five years, the student does not have to take the civics test. Appropriate accommodations for testing as established by a student's IEP are required by the IDEA and defined in [KRS 158.281](#) or a Section 504 Plan as defined in [KRS 156.027](#).

While the civics exam currently is in effect, [KRS 158.1411](#) requires that beginning with the entering 9th-grade class of the 2020-2021 school year, successful completion of one or more courses or programs that meet the financial literacy standards will be a graduation requirement for all students, including those students with disabilities pursuing early graduation per [KRS 158.142](#). The *KAS for Financial Literacy* are tentatively expected to be implemented in the 2020-2021 school year.

Q: Do the changes to the graduation requirements impact the alternate assessment?

A: No. The updated graduation requirements do not change the alternate assessment or who participates in the alternate assessment. Students with the most significant cognitive disabilities (i.e., less than 1 percent of the total student population statewide) for whom traditional assessments would be an inappropriate measure of progress, may take Kentucky's Alternate Assessment Aligned with Alternate Academic Achievement Standards (AA-AAAS). The AA-AAAS was developed to provide schools and programs with a valid and reliable means of assessing the instruction provided. Kentucky's AA-AAAS continues to meet federal requirements outlined in the Every Student Succeeds Act (ESSA).

As a reminder, the ESSA requires that only students with the most significant cognitive disabilities may take an AA-AAAS and limits the number of students that a state may assess with an AA-AAAS to no more than 1 percent of all students in the grades assessed in a state.

([U.S. Department of Education Policy Memo to States, Aug. 27, 2018](#)). Whether a student should participate in the AA-AAAS is a decision made by the student's ARC.

Q: Do these minimum graduation requirements apply to those participating in the AA-AAAS?

A: No. [KRS 156.160\(1\)\(e\)](#) governs the eligibility for an alternative high school diploma for students with disabilities whose IEP indicates that, in accordance with 20 U.S.C. sec.

1414(d)(1)(A):

1. the student cannot participate in the regular statewide assessment; and
2. an appropriate alternate assessment has been selected for the student based upon a modified curriculum and an individualized course of study.

[KRS 158.140](#) governs the classifications and awarding of diplomas:

(2) Upon successful completion of all state and local board requirements, the student shall receive:

(a) A diploma indicating graduation from high school; or

(b) An alternative high school diploma if the student has a disability and has completed modified curriculum and an individualized course of study pursuant to requirements established by the Kentucky Board of Education in accordance with [KRS 156.160](#).

Only students completing the corresponding modified curriculum and individualized course of study, aligned to the KAS and participating in the AA-AAAS, are eligible to earn an alternative high school diploma.

Appendix

Further information is available on the following topics:

- [Pre-college curriculum](#)
- [Benchmark scores](#)
- Dual Credit courses
 - Academic Readiness [Dual Credit Guidance](#)
 - [CTE Dual Credit Guidance](#)
- AP, IB, Cambridge
 - [Advanced Placement](#)
 - [International Baccalaureate](#)
 - [Cambridge Advanced International](#)
- [Industry Certification](#)
- [Career Pathways](#)
- [Apprenticeship](#)
- Exceptional work experience KDE – Approved Alternate Process to Verify Exceptional Work Experience (Coming Soon)
- Assessment requirements – The Office of Assessment and Accountability will be preparing guidance that is coming soon!
- Student Portfolio guidance and guidance on submission of Charter school portfolios to KDE (reading, mathematics, appropriate interventions, IEP) coming soon!
- [Minimum High School Graduation Requirements KDE Web Page](#)
- [Individual Learning Plan KDE webpage](#)- *Kentucky's definition for the ILP has been adapted from the [Massachusetts Department of Education](#).